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ABSTRACT

The program outlined in this publication is designed to develop paraprofessional workers as competent helpers and aides to the educational staff. It is designed specifically to assist directors of occupational- and adult education and supervisors and teachers of home economics. The publication is organized in three sections, an appendix, and a selected bibliography. Section I - Administrative Considerations, suggests procedures to help contribute to a successful program: formation of an advisory committee; selection of the instructional team; recruitment and selection of students; and provision for adequate course facilities. Section II - Training Program Guidelines and Contents, overviews the program and discusses job clusters, descriptions, and responsibilities. Section III - Local Course Development, covers suggested time allocation for modules, organizing a local course study, motivating the adult student, and evaluating the local course. The appendix consists of suggested activities for paraprofessionals, self-analysis questionnaires, a job interview situation, student evaluation form, and course evaluation questionnaire. (LS)

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AN ADULT TRAINING COURSE
FOR SELECTED OCCUPATIONS

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OCCUPATIONAL EDUCATION

PARAPROFESSIONAL WORKERS IN EDUCATIONAL SETTINGS

CHILD CARE SERVICES..

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
BUREAU OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT
ALBANY, NEW YORK 12224 1972

HOME ECONOMICS OCCUPATIONAL EDUCATION

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Foreword

Changes in educational patterns, emphasis on meeting individual student needs, and rising financial costs for education have challenged school administrators to analyze the job responsibilities of professional school personnel. One way in which schools are increasing the efficiency of trained personnel is to use paraprofessional workers to reduce such routine activities as clerical and monitoring duties. Some factors which have contributed to this new approach are listed below.

- Increased enrollments have placed greater demands upon the professional staff. Paraprofessional assistance permits the trained personnel to spend more time on professional duties.
- The more frequent use of media presentations has increased the need for technically trained persons to prepare and operate teaching machines and other audiovisual equipment.
- A communications gap between the professional educators and the children frequently exists, particularly in disadvantaged areas. Community members employed in the school can help to bridge this gap.

This guide is designed to assist directors of occupational education and adult education and supervisors and teachers of home economics in organizing training programs for paraprofessional workers. Area occupational centers and local school districts are the major potential locations for this training.

The development of materials designed to train paraprofessional workers was initiated by Laura M. Ehman, Chief, Bureau of Home Economics Education. Celia O'Neil, Child Care Services and basic education instructor, Albany City Schools, prepared the materials for this publication. Assistance relating to content was provided by Janet E. Popp, associate in the Bureau of Home Economics Education. Nelson S. Maurer, associate in the Bureau of Continuing Education Curriculum Development coordinated the project and prepared the manuscript for publication.

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Message to the Instructor

Utilizing paraprofessional workers in education is a challenging and innovative approach to solving many of today's educational concerns. Some benefits which may be derived from the use of paraprofessional workers include more personalized help for each pupil, more time for professional staff to teach and develop creative materials, and better community relations through use of paraprofessional workers who live in the school district. Paraprofessional workers can assist professional educators with specific tasks in such locations as the school office, library, lunchroom, halls, buses, classroom, and the community.

The program outlined in this publication is designed to develop paraprofessional workers as competent helpers and aides to the educational staff. The publication is organized in three sections, an appendix, and a selected bibliography. Each module of study focuses on a specific job responsibility. The instructor should select those learnings needed by the students in the jobs in which they plan to be employed. The course can be adapted for a specific job by using those segments which are applicable.

A screening process should be used to help locate individuals who can best be served by this program. Individuals selected should be adults or youth with a sincere interest in and a concern for children. Program participants, especially those with less than a high school education, should be encouraged to continue their training. In situations where the demand is too limited for group instruction in a program for adult basic education, individualized courses may be made available to the students. For some students appropriate studies under a continuing education program or a two- or four-year college program should be planned.

Department publications that will be helpful to the instructor are: *Child Care Services Training Guide* and *Guidelines for Career Development of Auxiliary Personnel in Education*. The Bureau of Home Economics Education staff is available to help in organizing local courses, training instructors, and working with advisory committees.

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Division of Occupational Education Instruction

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SUPERVISES CHILDREN AS THEY GET ON AND OFF BUSES



HELPS CHILDREN SELECT BOOKS AND READS TO THEM

Photo courtesy of Jay Waxenberg, Great Neck Public Schools

Administrative Considerations

The functions of paraprofessional workers in the educational setting should be studied carefully prior to the development of the training program. Once a plan for utilizing paraprofessional workers is established, the following procedures will help contribute to a successful program:

- Formation of an advisory committee
- Selection of the instructional team
- Recruitment and selection of students
- Provision for adequate course facilities

Formation of an Advisory Committee

Functions of the advisory committee should be clearly identified prior to appointment. Committee members can assist the instructional staff in identifying job opportunities, determining course content, recruiting students, locating work experience stations, and evaluating the local course.

Members on the advisory committee should be knowledgeable of the areas of the job responsibilities for which training will be offered. Representation should be from such groups as home economics educators, various grade and subject teachers, educational supervisors, board of education members, school administrators, local parents, course graduates, and directors of continuing and occupational education. The membership of the committee should include both professional and nonprofessional individuals.

Selection of advisory committee members should be made cooperatively by such individuals as the directors of occupational education and continuing education, local school administrators, and home economics supervisors. The chief school administrator should make the appointments.

Selection of the Instructional Team

The instructor of the course has a variety of duties which include: carrying out learning experiences that will help students become competent in various job responsibilities, setting up and coordinating on-the-job work experiences with appropriate personnel, and evaluating students performance in order to place them in situations where they can achieve their maximum employment success.

The best qualified instructor for the course would be a person with a background in child development and education and experience in teaching children and adults in a school setting. Also, experience in the use of a variety of audiovisual equipment would be helpful.

Persons selected to be on-the-job instructors should be competent workers. Regular meetings between course and on-the-job instructors will provide the opportunity to develop meaningful work experiences for the students and keep the communication channels open between the members of the instructional team. On-the-job instructors are responsible for involving students in the full spectrum of duties related to the particular job or jobs for which he is preparing. Members of the instructional team should share in appraising the job performance of the students.

Recruitment and Selection of Students

Publicity for the course should emphasize the benefits to the prospective students. Brochures and newspaper articles and radio and television announcements can be issued from the area occupational center or local school district. Also, information can be given at community group gatherings and posted on public bulletin boards at shopping centers.

Individuals recruited for the course should meet the following minimum qualifications:

- Be sincere, responsive, and perceptive
- Have an interest in working with children
- Be physically agile
- Be able to write in an understandable fashion
- Lack a criminal record which would affect working with children
- Read at least at the third grade level
- Have a high school diploma (for persons actively involved in children's learning)
- Be able to speak the language common to the neighborhood

A panel including such personnel as the course instructor, on-the-job instructors, and potential employers should interview candidates to determine if they meet minimum requirements. For persons having limited reading ability, a reading test similar to a Nelson Reading Test might be given to help determine their preliminary placement in the course.

Provision for Adequate Course Facilities

Space and equipment most suitable for this course may be found in the child care services area of the occupational center or local high school. Adequately equipped space and facilities where on-the-job training can take place need to be identified. Details for equipping the classroom and laboratory facility may be secured from the Bureau of Home Economics Education, New York State Education Department.

Training Program Guidelines and Contents

Flexibility is the key principle in the design of this training program. It is planned to give an opportunity for training in several clusters of jobs, which provides for the enrollment of individuals with different interests and abilities. Escalation of trainees from hall monitor to classroom aide is possible if educational requirements are met. Students may leave the program at various times with salable skills because the instruction is organized in modules which can be combined to prepare specific kinds of auxiliary personnel. Those who can complete the entire program will have skills to make them employable in a variety of jobs.

OVERVIEW OF THE PROGRAM

The training program is designed for persons interested in becoming skilled auxiliary personnel in educational settings. Jobs for which training is planned include: transportation monitor, hall monitor, lunchroom monitor, playground monitor, audiovisual helper, clerical helper, materials helper, instructional aide, and school-community aide. These jobs are clustered into three groups according to related job responsibilities and competencies needed to carry out the job. Job descriptions are given on the following pages. These descriptions should be adapted to the local situation since in many positions the paraprofessional worker may be responsible for job responsibilities identified under several job descriptions.

The training program is organized into 10 job responsibilities listed below:

- A. Adjusting to the World of Work as a Paraprofessional Worker
- B. Participating Effectively as a Member of the Educational Team
- C. Assisting With the Maintenance, Collection, and Distribution of Materials, Equipment, and Supplies
- D. Preparing Teaching Aids
- E. Maintaining Appropriate Environmental Conditions
- F. Operating Clerical Equipment
- G. Operating Audiovisual Equipment
- H. Assisting Staff With Classroom Clerical Activities

I. Guiding Pupils' Conduct

J. Helping Pupils To Develop Intellectually

Each job responsibility makes up a unit or module of instruction and contains suggestions for competencies, a motivating procedure, learning experiences, instructional materials, and instructor references. An explanation of each term is given below.

Competencies. Specific skills needed to become proficient in the job responsibility are listed. The instructor can measure an individual's competencies by using a variety of techniques such as observation, rating scale, and checklist.

Motivating Procedure. A method for gaining the student's interest and pointing up the importance of the materials to be learned is suggested. This procedure should create a curiosity and desire to go further into the topic presented.

Learning Experiences. Teaching methods and implied content for helping students achieve competencies identified for a job responsibility are stated. The learning experiences have been designed to cover the content needed to master the indicated competencies as well as some measurement techniques.

Instructional Materials. Resources the instructor will need to collect or prepare in order to carry out the suggested learning experiences identified for the module are listed. Some sample instructional materials are presented in the appendix.

Instructor References. Selected books and pamphlets useful to the instructor in teaching the module are given. Author, title, publisher, and date are noted also.

JOB CLUSTERS AND JOB DESCRIPTIONS

Job titles with similar job responsibilities have been grouped together. It is anticipated that individuals with varied interests, abilities, and backgrounds will be recruited for the course. Some individuals may wish to take training that would qualify them for jobs in all clusters while others will prefer to work in jobs identified in just one cluster. A student may desire to complete the training in a cluster, take a position, and at a later time reenter the program to qualify for a job in another cluster. The cluster approach could also be used locally to divide training into independent segments with time blocks for on-the-job experience.

The minimum entry qualifications for the three job clusters in this training program are:

Cluster I - Basic communication skills, perception, and an interest in and ability to relate well with children

Cluster II - Ability to read, understand and follow directions, manual dexterity, and basic clerical skills

Cluster III - Ability to communicate effectively with youth and adults, responsiveness, perception, and at least a high school diploma, or the equivalent

Specific jobs should be carefully defined locally so the paraprofessional worker and other school personnel can function together effectively. A small school may need paraprofessional workers prepared to perform a wide variety of tasks; a large school may need paraprofessional workers trained for very specific tasks. Therefore, job definitions should be clearly stated to meet the local needs. A chart giving job titles and descriptions for each cluster is given below.

JOB TITLES AND DESCRIPTIONS

JOB TITLE

JOB DESCRIPTION

Cluster I - Monitoring Pupils and Keeping Environment Clean and Orderly

Transportation Monitor	Supervises pupils as they get on and off buses and in and out of cars, relays messages to and from drivers, and chaperones pupils on trips
Hall Monitor	Supervises activities in the halls, checks restrooms, assists visitors, and keeps halls orderly
Lunchroom Monitor	Supervises pupils in the lunchroom, helps younger children with their trays, reminds pupils to take food which they are entitled to, cleans up spills, obtains forgotten items from food line, dismisses pupils, and sees that food line and lunchroom are kept orderly
Playground Monitor	Supervises playground activities such as playing games, swinging, sliding; obtains and returns equipment; and encourages safe playground practices

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Cluster II - Preparing, Maintaining, Operating, Distributing, and Organizing Materials and Equipment

Audiovisual Helper	Distributes and operates audiovisual equipment; checks equipment, films, tapes, records, cassettes in and out; provides routine care of equipment; and prepares bulletin boards and visual aids such as pictures, transparencies, slides
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JOB TITLE	JOB DESCRIPTION
Clerical Helper	Types, duplicates, and collates instructional and other materials; files and catalogs pupils' records and teaching materials; records data; telephones orders and takes messages; and types correspondence
Materials Helper	Organizes and maintains classroom equipment and supplies; sets up exhibits, experiments, and demonstrations; and assists in classroom cleanup
Cluster III - Assisting Pupils, Teachers, and Other School Personnel in Learning Situations; Working With Parents on Pupil Learning Problems; Interpreting School Policies and Procedures to Parents	
Instructional Aide	
Level 1	Performs monitoring and clerical activities in an instructional situation such as helping pupils to select books and use the library equipment, shows films, plays records, and reads to children
Level 2	Assists one or more pupils with special learning problems, projects, or work missed due to absence; interests inattentive pupils in learning activities; records and discusses strengths and weaknesses of pupils with the teacher; assists in giving tests; listens as pupils talk about their problems or experiences; reviews corrected test papers; assists in the use of programmed learning materials; and checks assignments and evaluation devices
School-Community Aide	Works with parents and pupils on attendance and behavior problems, helps parents to understand school rules, confers with parents in connection with pupils' learnings, arranges for home visits by a teacher and school visits by parents or concerned adults, escorts children to or from special appointments, visits homes, picks up truant pupils, and participates in parent-teacher conferences

JOB RESPONSIBILITIES

A - ADJUSTING TO THE WORLD OF WORK AS A PARAPROFESSIONAL WORKER

Competencies

- Ascertains personal priorities in relation to work goals
- Provides adequately for both home and work responsibilities and activities
- Explains the range, qualifications, training needed, and duties of each type of job
- Describes the essential elements of employment
- Maintains a satisfactory attendance record in the course
- Presents an acceptable appearance for the job
- Communicates effectively with coworkers
- Completes application forms neatly and accurately
- Prepares for and effectively participates in job interview situations
- Utilizes available sources of continuing education to equip himself for the job he seeks
- Conducts himself satisfactorily in a variety of situations during on-the-job training

Motivating Procedure

Arrange a tour of the school to observe educators and administrators in action. Ask students to list areas where they believe additional help is needed. Outline the jobs available with their general responsibilities, and indicate how students might provide some of the needed help.

Learning Experiences

- Have students rank their important daily living activities, and help them to develop their own system of priorities. As students face the problems of adjusting to employment, have them examine how their values help or hinder the making of decisions. Through periodic class discussions, discover techniques that students have developed to provide adequate care for their families. Make available bulletin board space for students to post housekeeping hints, budget planning suggestions, and exchange babysitting offers. Invite a home economist from the Cooperative Extension Service or social service to discuss ways of providing adequate family care.

- Ask students to indicate changes they have made or plan to make in their family routine when they are on the job.
- Invite several cooperating teachers to explain the different responsibilities they assign to paraprofessional workers. Develop with the students a list of possible activities for paraprofessional workers. Such a list would be helpful to the student, cooperating teacher, and supervisor. See appendix 1.
- Ask students to appraise their attitudes toward employment. Arrange for individual student conferences, and considering their plans for employment, discuss with each his strengths and weaknesses and ways of developing a self-improvement program. See appendixes 2, 3, and 4.
- Discuss with the students the ways that a class routine is disrupted when a paraprofessional worker is absent unexpectedly. Also, explain the importance of following the correct procedures for reporting personal absences. Invite a cooperating teacher to explain how he changed plans when a paraprofessional worker was absent. Have students write or describe the procedure to use to report absences when on the job.
- Use an opaque projector to show illustrations of individuals dressed appropriately and inappropriately for work. Discuss how the specific job might influence the clothes worn, such as a washable skirt with adequate width and length for stooping or stretching in front of a class.
- Discuss the reasons for and possible responses to some questions on job application forms. Make a list of information students may need to have ready when they fill out a job application. Have each student compile his own personal data.
- Invite a speaker from the New York State Employment Service to discuss the procedures that an individual should follow during a job interview.
- Role play several job interview situations in which the applicants conduct themselves properly and several situations in which the applicants make mistakes. Set up an office in front of the room. Select students to play the roles of receptionist, interviewer, and job applicant. Distribute and explain the Job Interview Situation rating scale. At the conclusion of the exercise, develop with the class a list of the factors which would influence an employer to hire a job applicant. See appendix 5.
- Have a paraprofessional worker relate his interview experiences. Develop a list of "things to remember" when being interviewed. Explain the importance of each item.
- Have a panel composed of representatives from two- and four-year colleges and community organizations discuss the opportunities that are available for further job training and education.

- Invite a person with an associate degree in child care to explain some of his job responsibilities.
- Post lists of available evening courses. Encourage students to attend lectures, courses, and workshops on subjects related to child development.

Use the following experiences during on-the-job training:

- Have students review their attitudes toward employment by again completing the self-evaluation sheets on work attitudes and employment (see appendixes 2, 3, 4). Arrange for individual conferences and compare the two rating sheets. Mention areas of improvement and discuss ways to change those items that would affect their employability.
- Have students use an evaluation sheet to express their opinions about their on-the-job experiences. Arrange for individual student conferences, and using these evaluation sheets as a guide, discuss with each ways of making his training more effective. Also, develop a list of the criteria that he would use when selecting a job. See appendix 6.
- Have a panel of cooperating teachers discuss the advantages and disadvantages of using authoritarian and permissive controls in the classroom. Follow with a class discussion and have students react to some specific classroom situations. See appendix 7.
- Review with the students the various rating scales that their supervisors and cooperating teachers use to appraise individual performance during the training experience. Use these scales as a guide to develop the characteristics that a good paraprofessional worker should possess. Suggest that the students use these scales periodically during the training experience to judge their progress and employability. See appendixes 8, 9, 10, and 11.
- Have cooperating teachers and supervisors at regular intervals rate the on-the-job experiences of each student. Arrange for individual student conferences, and based on these ratings, discuss ways of developing a self-improvement plan that would enhance his employability. See appendixes 8, 9, 10, and 11.

Instructional Materials

- Bulletin board space
- Suggested activities for paraprofessional workers (appendix 1)
- Rating scales (appendixes 2, 3, 4, 6, 8, 9, 10, 11)
- Variety of information forms, job applications, requisition forms, and timesheets
- Directions for role playing (appendix 5)

- Tape recorder
- Sheet for managing group activities (appendix 7)
- Opaque or overhead projector

Instructor References

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Lewis, Adele & Bobroff, Edith. *From kitchen to career*. New York, N.Y. The Bobbs-Merrill Company, Inc. 1965.

PAMPHLETS

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B - PARTICIPATING EFFECTIVELY AS A MEMBER OF THE EDUCATIONAL TEAM

Competencies

- Follows ethical procedures relative to the educational objectives and administrative policies and regulations established for the school
- Shares confidences of his job only with the professional staff concerned with his on-the-job experiences
- Uses positive action in emergencies related to the health and safety of pupils and school personnel
- Communicates school activities and procedures to community members in terms they can understand
- Evaluates personal working relationships and corrects deficiencies

Motivating Procedure

Discuss how values of the family, community, and school influence how, why, where, and when information is given to children.

Learning Experiences

- Invite the principal to explain the administrative structure of the school and discuss the objectives established for the school relative to such topics as civic attitudes, health, and the educational achievements of children. Discuss the role of the paraprofessional worker and his place in the school structure.
- Use a teacher's handbook as the basis for discussing job ethics. Use an opaque projector to highlight certain passages, and explain that while in school most of the rules for children also apply to adults. Review such things as talking in the halls, gum chewing, and appropriate dress. Select handbook passages that concern the sharing of confidences and the chain of command within the school.
- Have students practice making decisions following ethical procedures by role playing such situations as a mother wanting to know all about the work her daughter is doing in school, a parent coming to the classroom to take his child to an unannounced appointment, and a member of the community wanting to know why the board of education took the position it did on a recent local school issue. Discuss with the students the way the paraprofessional worker handled each situation. Keep anecdotal records on students to check their understanding of proper ethical procedures and conduct.
- Have students attend committee, grade level, and faculty meetings as an observer to see how professional personnel work together. Discuss the contributions a paraprofessional worker can make to the educational team.
- Describe several emergency situations which have occurred in schools, and have students explain how they would react in each case. Discuss good and poor conduct during emergencies. Have students relate small emergencies they have experienced while on the job. Discuss how to be calm and use good judgment in an emergency. Use anecdotal records periodically to check on reactions of students in unstructured situations.
- Have students relate their experiences with members of the community who have requested information about school concerns. Have other students take the viewpoint of the community member and consider the adequacy, appropriateness, and accuracy of the information given.
- Have students role play the answering of questions by a school district member concerning the school's educational objectives or administrative policy. Have class members evaluate the responses in terms of the information given.
- Have students list programs they would like their schools to provide for their children and the community. Suggest that students think of themselves as administrators who can budget for only two or three such programs. Discuss some of the criteria for making the decision such as the number of pupils benefited, program costs, and the school's responsibility.

Instructional Materials

- Teacher's handbook
- Opaque projector
- Tape recorder

Instructor References

BOOKS

Bowman, G. W. & Klop, G. J. *New careers and roles in the American school.*
New York, N.Y. Bank Street College of Education. 1968.

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Bank Street College of Education. *Selected readings concerning auxiliary school personnel.* New York, N.Y. The College. 1966.

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_____ *Teacher aides at work.* Washington, D.C. The Association. 1967.

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C - ASSISTING WITH MAINTENANCE, COLLECTION, AND DISTRIBUTION OF MATERIALS, EQUIPMENT, AND SUPPLIES

Competencies

- Arranges materials in a neat and orderly manner
- Follows correct procedures for checking supplies in and out of a storage area
- Keeps an accurate account of the amounts, source, and use made of assigned materials and supplies
- Distributes materials, supplies, and equipment to teachers and pupils
- Files reports, records, dittos, and instructional materials accurately
- Takes inventories of supplies and equipment in classrooms and office
- Uses materials, time, and energy wisely

Motivating Procedure

Visit supply rooms, classrooms, and offices to become familiar with storage and distribution procedures established for the school. Divide the class according to job areas and ask each group to list the storage areas and procedures for their location. Discuss the importance of following definite procedures when picking up supplies.

Learning Experiences

- Ask students to obtain supplies and equipment as they are needed by the class. Develop a checklist to see that procedures for obtaining, borrowing, and returning items are followed. Rotate responsibility among class members.
- Give students experiences checking in and out supplies by assigning students to assist in one of the major storage areas of the school such as the audiovisual equipment storeroom, book depot, or paper storeroom. Check each student's experiences with the individual responsible for that assigned area.
- Discuss practices and procedures followed in the school relative to the use of resources such as ordering supplies in quantity, filling requests for supplies, controlling and recording the use made of supplies, and scheduling the use of the audiovisual equipment.
- Ask students to keep records of the use made of supplies for the classroom. Have students report orally on the supply and equipment checkout procedures for their assigned part of the school. Discuss the reasons for various procedures.
- Ask cooperating teachers to provide opportunities for students to file reports, records, dittos and masters, and instructional materials. Review the performance of each student with his assigned teacher.
- Ask cooperating teachers to permit students to assume the responsibility for materials and supplies in their assigned location. Activities could include keeping an inventory, providing special materials, and ordering supplies. Appraise the performance of each student with his assigned teacher.

Instructional Materials

- Requisition and order forms
- Supply and equipment checklists

Instructor References

PAMPHLETS

Bank Street College of Education. *Selected readings concerning auxiliary school personnel*. New York, N.Y. The College. 1966.

Cornell University. New York State College of Agriculture, Department of Education. *The status of paraprofessionals in New York State school districts.* Ithaca, N.Y. The University. 1969.

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D - PREPARING TEACHING AIDS

Competencies

- Prepares bulletin board displays
- Clips, mounts, and files pictures and illustrations
- Prints and/or writes on teaching aids using school-approved methods
- Creates teaching aids such as word and number flash cards, games, posters, charts, transparencies, and slides
- Uses a variety of methods to prepare duplicating masters

Motivating Procedure

Display a variety of teaching aids used for different grade levels. Have students identify the different types represented, and suggest the grade levels appropriate for each teaching aid.

Learning Experiences

- Ask students to describe good bulletin board displays they have seen. From the descriptions develop a list of the characteristics of a good bulletin board display.
- Demonstrate the techniques of creating an effective and attractive bulletin board display. Discuss the importance of general layout, lettering, illustrations, and bright colors. Have students list materials and skills needed to create a bulletin board display. Provide class time for students to construct their own patterns for block letters. Encourage students to collect pictures and other items for use on bulletin board displays.
- Have students create a bulletin board display for a classroom using a sketched plan of a basic theme such as Thanksgiving or autumn. Have students develop a checklist to evaluate their displays. Assign a committee of students and cooperating teachers to evaluate and discuss the bulletin board displays that were developed. Compare the evaluations, and discuss the results.
- Ask students to assume full responsibility for maintaining a bulletin board in a classroom or corridor. They may request pupil assistance after the theme and sketch have been developed.

- Invite a teacher to explain the accepted standards for printing and writing. Ask students to make visual materials that include writing or printing techniques for various grade levels.
- Have students who will be working in the classrooms observe children's printing and writing lessons, and indicate the implications relative to the development of teaching aids. Have students use approved writing and/or printing methods in their daily work.
- Have students whose work will be seen by the children submit a writing or printing sample to be evaluated by a group of teachers. Select the best written or printed work for bulletin board display. If students' samples are unsatisfactory, adjust their job responsibilities.
- Ask cooperating teachers to assign students to construct a simple teaching aid such as flash cards or a word game. Have students construct these items in class and develop standards for a well-made teaching aid. Have students report on the use made of the aid.
- Ask cooperating teachers to provide materials for simple tests to be duplicated. Instruct students in the construction of a master and allow them to use writing, printing, typing, and/or drawing in the assignment. Compare the results. Have class develop criteria for judging a duplicating master.
- Show students copies made from good and poor duplicating masters of line drawings. Discuss the tools and techniques which insure clear and readable masters of line drawings. Have each student make a master for duplication from suggested or actual drawings provided. Evaluate the results of each student's work.
- Ask cooperating teachers to assign students the task of developing line drawings for use with children. Rate the effectiveness of the line drawings when used with children.

Instructional Materials

- Ditto or mimeograph masters and access to a copying machine
- Art supplies and equipment for constructing teaching aids
- Magazines for clipping

Instructor References

BOOKS

- Dale, Edgar. *Audiovisual methods in teaching*; 3d ed. New York, N.Y. Dryden Press. 1969.
- Kemp, J. E. *Planning and producing audiovisual materials*; 2d ed. San Francisco, Calif. Chandler Publishing Co. 1968.

Minor, Ed & Frye, H. R. *Techniques for producing visual instructional media*. New York, N.Y. McGraw-Hill Book Co. 1970.

Wittich, W. A. & Schuller, C. F. *Audiovisual materials*; 4th ed. New York, N.Y. Harper and Row Publishers. 1967.

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E - MAINTAINING APPROPRIATE ENVIRONMENTAL CONDITIONS

Competencies

- Arranges room furnishings and supplies for various classroom activities
- Adjusts room lighting, temperature, and ventilation as needed
- Keeps room in a safe and efficient working order during classroom activities
- Performs cleanup operations

Motivating Procedure

Discuss with students the importance of the statement, "A place for everything and everything in its place." Ask each student to list the things he did during one day to keep a room at home or at school in order. Develop a list of items in a classroom that get out of order quickly. Develop with students a checklist that could be used to determine if a classroom were neat, conveniently arranged, and in order.

Learning Experiences

- Have a cooperating teacher or custodian demonstrate the operation of the school's heating and ventilating systems. Discuss the appropriate temperature, illumination level, and amount of ventilation that is desirable in a classroom for various conditions. Rotate among the students the task of maintaining the optimum environmental conditions in the classroom.
- Have students observe classroom activities on several occasions and note the arrangement of classroom furnishings and equipment. Discuss how the arrangements may affect the learning environment. Experiment in class with different seating arrangements such as chairs in rows, in a circle, and around separate tables. Discuss the effect of the various arrangements on the learning environment. Have students arrange the classroom and supplies appropriately for the activities planned.
- Ask cooperating teachers to assign students to prepare rooms for class activities including the arrangement of furniture, equipment,

and supplies in a safe and efficient manner. Provide checksheets to determine the quality of students' performances.

- Ask students to report on the kinds of cleanup they might do on their jobs and the kinds of equipment they would need. Explain to the students any special cleaning procedures. Review general cleaning procedures and practice these in the classroom. Provide an evaluation checklist for the student and the cooperating teacher to use for on-the-job experiences. If students show weaknesses in organizing and carrying out the assignments, provide more direct supervision and some cooperative experiences.

Instructional Materials

Checksheets for arranging and maintaining classrooms

Instructor Reference

BOOKS

Baker, K. R. & Fane, X. F. *Understanding and guiding young children*; 2d ed. Englewood Cliffs, N.J. Prentice-Hall, Inc. 1971.

Brisbane, H. E. & Riker, A. P. *The developing child*; rev. ed. Peoria, Ill. Chas. A. Bennett Co., Inc. 1971.

Hurlock, E. B. *Child growth and development*; 3d. ed. New York. Webster Division, McGraw-Hill Book Co. 1968.

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F- OPERATING CLERICAL EQUIPMENT

Competencies

- Types accurately with a minimum speed of 25 words per minute
- Uses duplicating machines properly
- Uses other available business machines properly

Motivating Procedure

Arrange for the class to visit a school office, and have students list the office equipment available. Discuss briefly the use made of each piece of equipment observed.

Learning Experiences

- Give a typing proficiency test to the students and assist each one to upgrade his typing skills as needed.

- Invite the office secretary or business education teacher to demonstrate the proper use of duplicating machines in common use in the school. Have students operate duplicating machines under supervision. Note difficulties and help students to perfect their techniques.
- Ask cooperating teachers to assign students such clerical tasks as typing letters and forms, duplicating instructional materials, and keeping classroom records.
- Have students learn to use an adding machine, the intercom system, assist with the attendance computer, and do other clerical tasks paraprofessional workers would be expected to perform.

Instructional Materials

- Access to duplicating machines and other clerical equipment used in the school

Instructor References

BOOKS

- Agnew, P. L. & others. *Clerical office practice*; 4th ed. New Rochelle, N.Y. South-Western Publishing Co. 1967.
- Archer, F. C. & others. *General office practice*; 3d ed. Hightstown, N.J. Gregg Division, McGraw-Hill Book Co. 1968.
- Rowe, J. L. & others. *Gregg typing, 191 series, book 1, general typing*; 2d ed. Hightstown, N.J. Gregg Division, McGraw-Hill Book Co. 1967.
- _____. *Gregg typing, 191 series, book 2, vocational office typing*; 2d ed. Hightstown, N.J. Gregg Division, McGraw-Hill Book Co. 1967.

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G - OPERATING AUDIOVISUAL EQUIPMENT

Competencies

- Sets up, operates, and cares for audiovisual equipment efficiently
- Instructs others to use teaching machines and programed materials properly

Motivating Procedure

Have students report on the use made of the various pieces of school-owned audiovisual equipment. Discuss briefly some of the advantages of each piece of equipment mentioned.

Learning Experiences

- Invite the audiovisual coordinator to demonstrate the use and care of various types of audiovisual equipment to the class. Develop with students the key points to remember when operating each piece of equipment.
- Have students operate various pieces of audiovisual equipment. Note the particular difficulties, and help students to improve their skills.
- Have students assume responsibility for audiovisual equipment used in the training classroom. All students may be shown how to operate audiovisual equipment, but the actual operation may be restricted to those individuals hired as audiovisual helpers.
- Assign each student a teaching machine or set of programmed materials. Instruct them to follow the directions given and care for the equipment and materials properly. When they have completed the assignment, have students assist other class members in the use of the machine or materials.
- Have cooperating teachers assign students to work with children using teaching machines and programmed materials. Have students report to classmates the techniques they found most useful in helping children.

Instructional Materials

- Audiovisual equipment used by the school
- Teaching machines and programmed materials

Instructor References

BOOKS

Erickson, C. W. H. *Fundamentals of teaching with audiovisual technology*. New York, N.Y. Macmillan Co. 1965.

PAMPHLETS

Manufacturers' operating manuals for various audiovisual equipment

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H - ASSISTING STAFF WITH CLASSROOM CLERICAL ACTIVITIES

Competencies

- Compiles information such as student lists, attendance records, and booklists

- Corrects tests, workbook exercises, and assignments
- Averages numbers in relation to test marks, attendance, and report card grades
- Records marks and test results

Motivating Procedure

Invite a principal or counselor to discuss the increased efficiency that is achieved by relieving the teacher of routine clerical work.

Learning Experiences

- Display and explain the importance of the various types of forms in common use within the school such as those used for attendance, requisition, and equipment leasing. Have each student obtain samples of forms used in his assigned area of the school. Ask students to fill out and compare forms.
- Ask cooperating teachers to permit students to assist with such clerical duties as correcting worksheets, marking papers using a scoring key, averaging and recording marks, checking class registers, and keeping nonconfidential files up to date and in order. Review the performance of each student with his assigned teacher.

Instructional Materials

- Forms commonly used in schools
- Tests
- Workbook exercises

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I - GUIDING PUPILS' CONDUCT

Competencies

- Identifies problem-behavior situations and alerts proper authorities
- Uses acceptable methods to control pupils' behavior either individually or in groups
- Listens to pupils, determines their needs, and takes appropriate action
- Helps pupils to follow rules and regulations established for the school
- Assists pupils engaged in self-directed activities

- Allows pupils to do as much as possible for themselves
- Identifies potential hazards in and about the school and either corrects the situation or alerts the proper authorities

Motivating Procedure

Begin the class day as usual but have the instructor chewing gum. Discuss proper behavior and the importance of everyone obeying the established rules and regulations.

Learning Experiences

- Have students observe children in class, in the halls, in the gym, and on the playground. Solicit from the students reasons for the children's different behavior in each situation. Explain that most of the observed behavior was appropriate for that situation, but that it might not be a "good" behavior in another situation; for example, remaining quiet and inactive on the playground or shouting in the hall. Consider the concept of "expected behavior" such as a child acting a certain way because this behavior is expected of him. Discuss the problems that arise at home when parents say, "No" to children and then back off, or when they say, "Yes," and then change their minds.
- Ask students to describe what they consider to be "good classroom behavior." Discuss the influence of the classroom activity, teacher's standards, and children's age and personalities on what is "acceptable" classroom behavior at any given time. Role play some real-life situations involving adults controlling themselves and others; for example, complaining to neighbors about a disturbance, a husband displeased with the way his wife is spending money, or a woman returning a dress to a store because it did not launder the way the label indicated it would. Role play each situation and take a positive and a negative approach. Have students point out the ways in which the players antagonized or helped each other. Relate similar situations that involve an adult and a child.
- Ask students to list the symptoms of problems they have observed in classrooms where they work. Define a problem as a situation in which a child or children are unable to participate as individuals in the total classroom situation. Day dreaming and creating a disturbance are ways of escaping the immediate situation, and are easier to identify than learning difficulties, health problems, emotional upset, or lethargy which also keeps a child from doing his best. Role play situations in which a paraprofessional worker tries to help a teacher alleviate pressure on a child. Discuss possible results of the actions taken.
- Invite a kindergarten and a sixth grade teacher to explain the discipline and control methods they use. Invite them to join the class in discussing how to direct and guide children's conduct.

- Ask cooperating teachers to assign students to work in classrooms while pupils are present. Students might prepare board work, check papers, or put away supplies. Ask students to report to the class on the positive control techniques used by the teachers and the standards of behavior that were expected for different activities.
- Develop on the chalkboard a list of positive methods of dealing with people. Include such things as:
 - Using the positive approach instead of the negative; for example, saying, "Walk in the hall," instead of "Don't run."
 - Explaining the reasons why a certain behavior is expected such as saying, "We will whisper in the library because there are people studying there."
 - Suggesting an acceptable behavior in place of the one forbidden; for example, indicating that dodge ball cannot be played today because someone might be stepped on if he fell, but that Squirrel in a Tree or Here Kitty Kitty may be played.
 - Guiding the child toward the approved behavior by giving nonverbal directions such as a finger in front of the lips to remind pupils to be quiet; a look which may convey the command to stop; and physically helping the child to cleanup, turn around in line, or complete a task.
- Have students role play situations in which paraprofessional workers are trying to determine the reasons children have been sent to the office and what their needs are. Emphasize the importance of looking for signs of defiance, shyness, overexcitement, or crying when determining the plan of action. Invite a principal or counselor to help appraise the situations and offer suggestions.
- Assign students on a rotating basis to act as a receptionist for a principal or counselor. Have each student solicit the necessary facts from pupils while they wait. Rate each student's performance carefully.
- Have students prepare diary reports of experiences they have had in helping children follow rules and regulations of the school. Have a periodic discussion with class members or review individually with each student successful practices used.
- Have students supervise small groups of pupils who are doing independent work or going to the school office. Discuss how adults may help the child find the solution without actually telling him. During training, use the technique of answering a question with a question in order to get the students to think of their own answers. Have students use this technique when they are in charge of children who are working independently.

- Ask students to describe incidents, without using names, that happened to them in which they felt uneasy at first. Point out that children also feel uneasy out of their usual surroundings, and because of this personnel working in school offices need to develop a tactful way of questioning children.
- Develop with students a list of potential hazards that might occur in and about the school building and grounds. Discuss ways these hazards should be corrected. Have students, during their on-the-job experience, keep a record of hazards they observe and indicate how these were corrected. Discuss possible alternate solutions.

Instructional Materials

- Tape recorder
- Checklists or evaluation sheets developed for specific child guidance situations

Instructor References

BOOKS

- Baker, K. R. & Fane, X. F. *Understanding and guiding young children*; 2d ed. Englewood Cliffs, N.J. Prentice-Hall. 1971.
- Brisbane, H. E. & Riker, A. P. *The developing child*; rev. ed. Peoria, Ill. Chas. A. Bennett Co., Inc. 1971.
- Hurlock, E. B. *Child growth and development*; 4th ed. New York, N.Y. Webster Division, McGraw-Hill Book Co. 1970.
- Shuey, R. M., Woods, E. L., & Young, E. M. *Learning about children*; 3d ed. New York, N.Y. J. B. Lippincott Co. 1969.

PAMPHLETS

- New York State Education Department. Division of Educational Finance and Division of School Supervision. *Supervising the dining room in the elementary school - an opportunity for children's learning*. Albany, N.Y. The Department. 1965.
- U.S. Department of Agriculture. Federal Extension Service. *Helping parents teach young children*. Washington, D.C. U.S. Government Printing Office. 1966.

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J - HELPING PUPILS TO DEVELOP INTELLECTUALLY

Competencies

- Relates his job responsibilities to the activities planned by the teacher
- Assists teacher, pupils, and others in the effective use of instructional materials
- Uses appropriate methods to stimulate pupils' intellectual growth
- Helps pupils with word pronunciations and meanings
- Helps pupils with assignments in subject matter areas in which he is competent
- Uses appropriate ways to determine pupils' progress

Motivating Procedure

Have students observe learning situations in a classroom. Ask students to report their observations to the class, and discuss the various instructional methods used for different situations.

Learning Experiences

- Ask cooperating teachers to review daily lesson plan with the students, and help them to see how their responsibilities are related to this plan. Have students suggest how they might contribute to the learning environment. Ask cooperating teachers to periodically review with the students the contributions they are making.
- Ask cooperating teachers to assign students specific tasks in the classroom utilizing instructional materials such as props for telling stories, flash cards for reviewing basic number combinations, and filmstrips for demonstrating procedures.
- Have each student discuss with his cooperating teacher the basic learnings to be accomplished for that grade level. Have students report to class and develop a chart that indicates the basic learnings for each grade level. Ask students to suggest appropriate instructional materials for the different basic learnings for each grade.
- Invite a classroom teacher or school psychologist to discuss with students how children learn and how paraprofessional workers can improve this learning process. Include such ideas as the reason behind drill work, concept of programming children's learning, and constructive ways to help children correct and improve their performance.

- Ask cooperating teachers to assign students to work on a one-to-one basis with pupils in such situations as listening to a child read or spell, doing a flash card drill, and observing a pupil as he prints or writes. Have cooperating teacher observe initial experiences to see that appropriate methods are used to stimulate pupils' intellectual growth.
- Have students observe teachers reviewing pupils' corrected tests to see the kind and degree of assistance given. Ask cooperating teachers to assign students to help with review work by directing the individual child's attention to an example being explained and assuming the sole responsibility for going over some objective tests.
- Have each student prepare a self-analysis of his major abilities, such as subject matter skills, artistic talents, and clerical skills that can be used to introduce the student to his cooperating teacher and later to a potential employer. Ask cooperating teachers to help students identify further talents as they work in various classroom situations.
- Show students a variety of progress charts and records used at various grade levels. Have students prepare progress charts or records that can be used by cooperating teachers. Ask students to report to class at a later date the success of their project.

Instructional Materials

- Tape recorder
- Checklists or evaluation sheets geared to specific experiences with children

Instructor References

BOOKS

Baker, K. R. & Fane, X. F. *Understanding and guiding young children*; 2d ed. Englewood Cliffs, N.J. Prentice-Hall, Inc. 1971.

Brisbane, H. E. & Riker, A. P. *The developing child*; rev. ed. Peoria, Ill. Chas. A. Bennett Co., Inc. 1971.

Hurlock, E. B. *Child growth and development*; 4th ed. New York, N.Y. Webster Division, McGraw-Hill Book Co. 1970.

Shuey, R. M., Woods, E. L., & Young, E. M. *Learning about children*; 3d ed. New York, N.Y. J. B. Lippincott Co. 1969.

PAMPHLETS

American Library Association, Children's Services Division. *Reading aloud to children*. Chicago, Ill. The Association. 1967.

Metropolitan Life Insurance Co. *Growing and learning - the early school years*. New York, N.Y. The Corporation. 1966.

Local Course Development

The instructional team, advisory committee members, and administrative staff have a joint responsibility for the development of the local course of study. In preparation for organizing a local program, this group should identify the employment opportunities available for paraprofessional workers, responsibilities for each type of job needed, potential participants, facilities which can be used for training, and the modules to be included in the local course of study. The chart below will be helpful in determining the length of the local course.

SUGGESTED TIME ALLOCATION FOR MODULES			
MODULES IN TERMS OF JOB RESPONSIBILITIES	HOURS		
	CLUSTER I Monitors	CLUSTER II Clerical and Supply Workers	CLUSTER III Child Oriented Workers
A. Adjusting to the World of Work as a Paraprofessional Worker	4	8	8
B. Participating Effectively as a Member of the Educational Team	3	4	4
C. Assisting With the Maintenance, Collection, and Distribution of Materials, Equipment, and Supplies	4	12	12
D. Preparing Teaching Aids	0	9	11
E. Maintaining Appropriate Environmental Conditions	4	4	4
F. Operating Clerical Equipment	0	4	4
G. Operating Audiovisual Equipment	0	4	4
H. Assisting Staff With Classroom Clerical Activities	2	15	15
I. Guiding Pupils' Conduct	18	12	18
J. Helping Pupils To Develop Intellectually	0	0	20
Total hours†	35	72	100

†Amount of time required will vary according to the level of training and individual competencies.

ORGANIZING A LOCAL COURSE OF STUDY

A carefully planned course will contribute to a well organized and worthwhile training program. Some suggested steps for the instructional team to follow when organizing a local course of study are identified below.

- Determine a name for the local course.
- Select modules in relation to local employment needs.
- Adjust job titles and descriptions to local terminology.
- Adapt to local needs the suggestions given in each module for competencies, motivating procedure, learning experiences, instructional materials, and instructor references.
- Determine and schedule the amount of time students will need for classroom and on-the-job activities.
- Plan the length and number of sessions.
- Determine the time and location for the sessions.
- Select, with the help of on-the-job instructors, the experiences needed to develop the required competencies.
- Develop a schedule for supervising the students during on-the-job training.
- Develop a list of classroom activities that a paraprofessional worker could assume. Such a list would be useful for the student, cooperating teacher, and supervisor. See appendix 1.
- Determine types of records needed to show individual student progress. Locate examples or develop own records.
- Secure space and equipment to meet the specific training needs of the course.
- Develop a reference library by collecting instructional materials, books, and pamphlets.

MOTIVATING THE ADULT STUDENT

The teacher should keep in mind that it is the learner who must perceive and make meaning out of what is being taught. To assist the learner with this task, the teacher needs to understand and be able to apply the basic principles of learning. Following are some principles of learning with suggestions for motivating adults to learn.

The Student Learns Best What He Wants To Know

- Determine why each person enrolled in the course and what he hopes to get out of it.

- Introduce each student or have each one introduce himself to the group at the first session, and have him give his reasons for attending class.
- Offer a choice of learnings, and point out ways in which the course will give the student what he wants and needs.
 - Utilize student-instructor planning. Distribute the plan for the entire program to the class. Describe the way the course has been set up and how it may be used for each person's benefit. Ask the students to suggest additional ways of accomplishing specific goals.
- Evaluate the program continuously in order to appraise the learnings and provide objective criticism.
 - Use various evaluative devices such as a checklist, a performance, or an objective test.

Experiences Are More Meaningful When Built Upon Step-By-Step Learning Situations

- Help students to recognize the relationship of each part of the course to the overall objectives.
 - Show how each part of the course includes learnings that are built upon previous experiences.
- Point out how the different class activities are related to the purposes of the course.
 - Display examples of teaching aids or show through visuals how they are made and used.
- Provide at each session some new knowledge or skill that can be used immediately.
 - Apply new learnings. For example, after a lesson on guiding pupils' conduct, ask students to try to change a child's improper behavior. Have them report experiences in class and discuss results.

The Student Learns What Has Personal Meaning For Him

- Adjust the course content to meet the needs of each student.
 - Conduct individual conferences with each student and ascertain what he can do and what he needs to learn to accomplish his objectives. Use the information to modify those items in the course which should be changed to meet individual requirements.
- Teach on the level of the student's background and experience.
 - Establish the teaching at a level that offers a challenge, but not so difficult that the students become discouraged and lose interest.
- Use a variety of methods and activities to stimulate interest and greater self-confidence.
 - Use a variety of teaching techniques such as role playing, guest speakers, panels, buzz sessions, and demonstrations.

The More The Student Is Involved, The More He Is Likely To Learn

- Involve the student; do not let him just sit, look, and listen.
 - Discuss ways that students can help each other learn such as sharing their knowledge, demonstrating special skills, or comparing methods and techniques used in class with those used by others.
- Provide opportunities for sharing knowledge.
 - Ask students to demonstrate such things as how to play children's games or make teaching aids.
- Divide the class into small groups.
 - Place in groups those who enjoy working together, are working on similar types of projects, or have similar levels of ability or skill.

The Student Learns Best When He Feels Secure

- Give students individual attention; if they feel lost in the crowd, they may leave the class physically or mentally.
 - Be alert for the student who may be waiting to get your attention.
- Show students that you like them and enjoy doing things with them.
 - Greet and teach students with enthusiasm. Remember that, "Enthusiasm is not taught—it is caught."
- Show students that you value them as individuals.
 - Be moderate with criticism and always end it with a sincere smile.
- Show students that you can learn from them.
 - Ask students with special abilities to give demonstrations.

Nothing Succeeds Like Success

- Give students a chance to be successful, for a satisfying experience makes a person want to learn. The incentive to learn is often deadened by too many failures.
 - Give approval promptly to let the student know when he is successful.
- Appraise the progress each one is making toward the goals established by the instructor and students.
 - Ask each student to complete a checksheet and appraise his progress toward the achievement of desired goals.

A successful instructor is one who is aware of the feelings of others and has a contagious enthusiasm for work. He uses a well-modulated voice and is cheerful, courteous, and sympathetic. Develop a rating scale to help instructors analyze the effectiveness of their teaching techniques. See appendix 12.

EVALUATING THE LOCAL COURSE

Accountability in education is a growing area of concern to educators. Administrators, instructors, and students should check periodically the progress they are making toward the achievement of their stated goals. Thus, evaluation is an essential part of the teaching-learning process because it provides a basis for determining the effectiveness of the training program.

The administrative and instructional staff, advisory committee, and students should all have the opportunity to share in the evaluation of the local course. Some procedures to use in evaluating a local course include:

- Reviewing with the staff the appropriateness of the course content used in the training program relative to any changes that might be needed
- Determining the employability of each student based on the competence he achieved for the various job responsibility and the implications for counseling and job placement
- Contacting employers and other concerned individuals for their suggestions of ways to improve future training programs
- Interviewing former students on the job to determine the usefulness of their training and receive suggested changes for future courses

The educational team should appraise the standards and practices of the course organization, staff, instruction and supervision, physical facilities, and public and professional relationships. Some suggested questions staff members might wish to consider when evaluating the course are given in appendix 13.

Appendix

APPENDIX 1

SUGGESTED ACTIVITIES FOR PARAPROFESSIONAL WORKERS

Clerical

- Taking attendance
- Collecting money
- Completing and recording nonconfidential information
- Distributing routine notices to children
- Correcting standardized tests and workbooks
- Ordering classroom supplies
- Filing classwork, reports, records, and instructional materials
- Clipping, mounting, and filing pictures and articles
- Telephoning about routine matters
- Observing children's behavior
- Locating materials for teachers
- Repairing torn books
- Making games, flashcards, and other instructional materials
- Returning borrowed items and doing other errands

Classroom

- Arranging tables, chairs, and materials for special events
- Preparing bulletin boards
- Monitoring room
- Doing routine testing and helping proctor examinations
- Copying information on the chalkboard
- Assisting with assemblies and plays

Conference and field trip

- Arranging for parent-teacher conferences
- Recording time, date, and persons involved
- Greeting parents and introducing them to teacher
- Making arrangements for field trips
- Collecting and tabulating permission slips
- Helping chaperone field trips

Emergency

- Giving attention to an injured child
- Calling nurse and parents
- Assisting in safety and fire drills
- Taking children home

SELF-ANALYSIS OF ATTITUDES TOWARD WORK

Student _____ Date _____

Directions: Read each of the statements below. Then, indicate your opinion by circling the *A* if you strongly agree, the *a* if you mildly agree, the *d* if you mildly disagree, and the *D* if you strongly disagree. There are no right or wrong answers. Consider how your opinions might influence a potential employer's decision to offer you a job and your decision to accept it.

1. I would like a boss who would listen to my ideas. A a d D
2. I think holding down a job is a sign of maturity in a person. A a d D
3. I do not look forward to work unless I can earn enough money to make it worthwhile. A a d D
4. I want to work for a person who gives me a chance to show my ability. A a d D
5. I think the boss is there to help me. A a d D
6. I would like to work with people who live the same kind of life that I do. A a d D
7. I think there are apt to be one or two workers on any job who will not cooperate. A a d D
8. My going to work and holding a job does not mean much to my country's growth and prosperity. A a d D
9. The way I am treated on the job is just as important to me as the wages I receive. A a d D
10. I would rather remain with the friends I have made in my neighborhood and church than to take up with the people where I work. A a d D
11. I think that any worker has the right for respect and consideration from others. A a d D
12. I would not be as concerned about the benefits a company offers as about the salary it pays. A a d D

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|--|---------|
| 13. I do not think it is right for the boss to ask employees to work late since most people have their own plans already made. | A a d D |
| 14. I want a salary that I feel my work is worth. | A a d D |
| 15. I think unions are good for group protection because the employer will listen to many voices. | A a d D |
| 16. I want a job with which I have had some experience. | A a d D |
| 17. After I start work, I hope I can associate with a better class of people than those I go around with now. | A a d D |
| 18. I would like a job which offers a great deal of advancement. | A a d D |
| 19. I want a boss who is kind, but strict. | A a d D |
| 20. I think the employer should see to it that the worker gets the rights that are really important to him. | A a d D |
| 21. So many people these days seem hard to get along with. | A a d D |
| 22. I do not think I should expect to talk and discuss certain problems with the boss that I would with a close friend. | A a d D |
| 23. I think it is part of my job to get along with my coworkers. | A a d D |
| 24. Learning new things, trying to get ahead, and making something of my life are more important to me than salary. | A a d D |
| 25. I do not think I need to admire my boss just because of his position. | A a d D |
| 26. I think anyone who works should take pride in his job and do the best he can. | A a d D |
| 27. I have a tendency to rebel under supervision. | A a d D |
| 28. I think the employer has the right to expect me to present a neat appearance. | A a d D |
| 29. Most bosses tend not to be quite fair to everyone in their employ. | A a d D |
| 30. I want to work with people who will get along well with me. | A a d D |
| 31. I want to go to work so I can support myself. | A a d D |
| 32. I think most bosses are just average humans like me, but somehow they have attained their position by pull and money. | A a d D |
| 33. I can do no more than work my hardest when trying to get a promotion. | A a d D |

34. I want to work with people who take their work seriously enough to do a good job. A a d D
35. I think the worker should be able to list his complaints with his supervisor or boss. A a d D
36. I would like the type of work that is varied and challenging. A a d D
37. I think that in most jobs a person has to have "connections" in order to get a promotion. A a d D
38. I think the boss should be able to discuss my problems with me at any time of the day. A a d D
39. I think a person who tries to do a little more than is required may be promoted to a better job. A a d D
40. I have a tendency to dislike following rules, especially when I think I can get away with it. A a d D
41. I think people who work usually realize the value of a pleasing personality. A a d D
42. I think if I can get a job, I shall be satisfied with it for a long time even without further training. A a d D
43. I think young people look forward to work because they do not know what work is. A a d D
44. I want a job where I can please the boss as well as myself. A a d D

CONCEPT OF SELF IN THE WORLD OF WORK - PART I

Student _____ Date _____

Directions: Place a check (✓) at the point on each of the scales given below that best describes you for that item.

1. Rate your ability to get a job after you complete this training.

Very able Average Unable
 |-----|-----|-----|

2. Rate your ability to keep a job after you get one.

Very able Average Unable
 |-----|-----|-----|

3. Rate the amount of self-confidence you possess.

Great deal Average Very little
 |-----|-----|-----|

4. Rate your ability to work with others.

Very able Average Unable
 |-----|-----|-----|

5. Rate your ability to make friends.

Very able Average Unable
 |-----|-----|-----|

6. Rate your ability to accept responsibility.

Very able Average Unable
 |-----|-----|-----|

7. Rate your ability to remain calm under pressure.

Very able Average Unable
 |-----|-----|-----|

8. Rate your ability to "take it" when the going "gets rough."

Very able Average Unable
 |-----|-----|-----|

CONCEPT OF SELF IN THE WORLD OF WORK - PART II

Student _____ Date _____

Directions: Read each of the statements below. Then, indicate your opinion by circling the *A* if you strongly agree, the *a* if you mildly agree, the *?* if you do not know, the *d* if you mildly disagree, and the *D* if you strongly disagree.

- | | |
|---|-----------|
| 1. I cannot be pleasant to people who are disagreeable. | A a ? d D |
| 2. I get upset when things go wrong. | A a ? d D |
| 3. I need to be able to admit when I make a mistake. | A a ? d D |
| 4. I am uncomfortable with people I do not know. | A a ? d D |
| 5. I am uncomfortable in strange places. | A a ? d D |
| 6. I need to become very interested in others so that I can forget about my self-consciousness. | A a ? d D |
| 7. I need to have more faith in myself and not be discouraged. | A a ? d D |
| 8. I need to learn to "take it" so my feelings will not be hurt so easily. | A a ? d D |
| 9. I need to learn to put the wishes of the group ahead of my own. | A a ? d D |
| 10. I have little use for people who believe differently from me. | A a ? d D |
| 11. I am discouraged and afraid before I ever get started. | A a ? d D |
| 12. I feel out of place at school. | A a ? d D |
| 13. I have trouble working things out for myself. | A a ? d D |
| 14. I am hurt when people criticize me. | A a ? d D |
| 15. It is hard for me to go ahead on a job, even when I know how to do it. | A a ? d D |
| 16. I am afraid to try anything new. | A a ? d D |

A JOB INTERVIEW SITUATION

Student _____ Applicant _____ Date _____

Directions: Appraise the job interview situation in relation to each of the characteristics listed below by circling under the *Rating* column a 1 if the applicant lacks qualifications, a 2 if the applicant is unprepared for the interview and appears indifferent, a 3 if the applicant is well prepared, but appears unsure of himself, and a 4 if the applicant is well prepared and makes a good impression.

<u>Characteristics</u>	<u>Rating</u>
1. Applicant arrives promptly, gives the receptionist his name, and tells her with whom he has an appointment.	1 2 3 4
2. Applicant goes alone to the interview.	1 2 3 4
3. Applicant is neat, clean, and dressed for the job, including well kept shoes and hair.	1 2 3 4
4. Applicant has not scheduled other appointments which would limit the length of time he has for the interview.	1 2 3 4
5. Applicant looks confident, and he is polite.	1 2 3 4
6. Applicant presents a resume at the beginning of interview, or reminds employer that one is on file.	1 2 3 4
7. Applicant has a general understanding and knowledge of the agency he hopes to work for and the requirements for the job.	1 2 3 4
8. Applicant knows his qualifications, and tells the prospective employer why he is interested in the job offered and why he thinks he would be successful.	1 2 3 4
9. Applicant is prepared to answer questions about previous work experience, qualifications, and his job related plans.	1 2 3 4
10. Applicant is enthusiastic about the job; his questions are intelligent, and his answers to the point.	1 2 3 4
11. Applicant expresses his opinions tactfully and allows the employer to steer the conversation.	1 2 3 4

JOB ATTITUDES

Student _____

Date _____

Directions: Indicate your opinion of your on-the-job experiences by marking in the *Rating* column a 1 for not acceptable, a 2 for poor, a 3 for acceptable, a 4 for good, and a 5 for excellent.

AREA	1	2	3	4	5	Rating
MY ON-THE-JOB SUPERVISOR	He is mean and harsh, does not care about the employees as long as they get the work done.	He is rather formal, but generally is thoughtful of employees.	He is rather formal, but generally is thoughtful of employees.	He is understanding, sympathetic, and always considerate of employees.		
	He has obvious favorites among the employees.	He seems to have favorites, but usually treats everyone alike.	He seems to have favorites, but usually treats everyone alike.	He is fair and treats all employees alike.		
	He never lets me know whether or not I am doing a good job.	He lets me know if I do something wrong, but not if I do something right.	He lets me know if I do something wrong, but not if I do something right.	He keeps me informed as to how well I am doing.		
	I listen to his opinions only because I have to, not because I have respect for him.	I respect his opinions on questions relating to the job.	I respect his opinions on questions relating to the job.	I respect his opinions and like him as a person and a supervisor.		
PHYSICAL AND MENTAL EXERTION	Job is very tiring physically or too much concentration is required.	Job is only occasionally physically or mentally tiring.	Job is only occasionally physically or mentally tiring.	Job is not physically or mentally tiring.		
	Workload is too heavy and pace too fast.	Workload is only occasionally too heavy or too rushed.	Workload is only occasionally too heavy or too rushed.	Workload and pace are reasonable for this type of job.		

Job Attitudes (Continued)

AREA	1	2	3	4	5	Rating
MY COWORKERS	Other workers are not interested in the things that I like.	Some of the other workers share my interests and attitudes.	Other workers have the same general interests and attitudes that I have.			
	I have no friends at work.	I get along pretty well with everyone, but have no close friends.	I get along with everyone, and have some real, lasting friends.			
	There is disagreement about who is to do which job, and there is a lot of rivalry.	Most of the workers do their share of the work with little disagreement.	The workers cooperate and everyone does his share.			
WORKING CONDITIONS	The work area is ugly, dirty, and too noisy.	The work area is clean, but not very attractive or quiet.	The work area is attractive, clean, and relatively quiet.			
	The temperature is too hot or too cold to be comfortable.	The temperature is usually comfortable.	The temperature is pleasing for the type of work being done.			
	There is little attention given to safety, and the job is dangerous.	There is some attention given to safety, but certain parts of the job are hazardous.	There is much emphasis placed on safety, and the job is not dangerous.			
MY OWN JOB	I am not able to do a good job in this kind of work.	I am able to do the work, but still need to improve.	I am able to do the work satisfactorily.			
	My training did not help much, for almost everything I have learned has been on the job.	My training has helped me to do the job more rapidly after I got here.	I had enough training before starting my on-the-job experience.			

Job Attitudes (Continued)

AREA	1	2	3	4	5	Rating
	I am ashamed of what I do and where I work.	This job and the people are as good as those for which my friends are working.		I am proud to say what my job is and where I work.		
	The work is boring and uninteresting.	The work is sometimes interesting and sometimes boring.		The work is interesting and gives me a lot of personal satisfaction.		
	Someone always tells me what to do, and I never get to make any decisions.	I make small decisions, but do not have any voice in really important things.		I have the opportunity to use my initiative and help decide what is going on.		

MANAGING GROUP ACTIVITIES

Student _____ Date _____

Directions: Assume you are directing a group activity. Write in the space provided under the *Choice* column the letter that best describes the action you would follow for each pair of situations. State your reasons for the choice in the space provided.

Choice	Activity
_____	1a. Use a clean, orderly, quiet, and properly lighted area that has enough room for all the children.
_____	1b. Keep the children seated at their desks or table to insure order. Reasons:
_____	2a. Select and arrange all supplies and equipment ahead of time.
_____	2b. Choose a couple of children, when practical, to assist in preparing the activity area. Reasons:
_____	3a. Ask the teacher to outline the work to be done and how to do it.
_____	3b. Review with the teacher my plans, and ask for suggestions on ways to carry them out. Reasons:
_____	4a. Demonstrate and explain to the group how to do something, and then assist individuals as needed
_____	4b. Explain to the children how to do something, and then help each one individually. Reasons:
_____	5a. Allow children to work in groups if all group members are contributing to the project.
_____	5b. Insist that children work individually at all times. Reasons:

Managing Group Activities (Continued)

Choice

Activity

6a. Encourage children to help each other, but do not allow one child to do the work of another.

6b. Assist those children who hesitate to begin working or to continue working as it becomes difficult.

Reasons:

7a. Select children for specific jobs from among those pupils who are better behaved.

7b. Select children for specific jobs from volunteers when practical.

Reasons:

8a. Remind children of the type of behavior which is permitted for this kind of activity and explain why.

8b. Maintain consistent behavioral expectations within the classroom at all times (room should always be quiet enough for seat work).

Reasons:

9a. Allow children to make choices such as theme, story, film-strip, colors, or records when specific learning experiences are not dependent upon these materials.

9b. Make specific selection of equipment and supplies to eliminate confusion and ensure a well prepared presentation.

Reasons:

10a. Select monitors for the various materials used, and hold each monitor responsible for the distribution and cleanup of specific materials.

10b. Encourage each child to be responsible for his own cleanup.

Reasons:

11a. Tell children you will extend the cleanup time into the original working time if they are slow about putting things back in place.

11b. Tell children that as work habits and cleanup improve you will cut down on the time allowed for the introduction and cleanup.

Reasons:

TRAITS AND ATTITUDES FOR EMPLOYMENT

Student _____ Evaluator _____ Date _____

Directions: Appraise the student in each of the indicated areas by marking under the *Rating* column a 1 for not acceptable, a 2 for poor, a 3 for acceptable, a 4 for good, and a 5 for excellent.

AREA	1	2	3	4	5	Rating
APPEARANCE ON THE JOB	Wears work clothes that are soiled and/or non-regulation which detracts from business image.	Wears work clothes that meet minimum requirements of the job.	Wears work clothes that are acceptable at all times.			
	Is sloppy about grooming.	Is satisfactorily groomed.	Is exceptionally well-groomed.			
	Is unpleasant.	Is pleasant.	Sparkles and smiles.			
COOPERATION WITH CO- WORKERS	Completes own assigned duties, but does not help others.	Helps others, but not always cheerfully.	Helps others cheerfully when they are busy and he is not, helpful to new employees.			
	Lacks judgment in working with others, bickers on the job, source of friction with other workers.	Works well with others, rarely a source of friction.	Works smoothly with others, contributes to group morale.			
ATTITUDE TOWARD REGULATIONS	Follows regulations carelessly.	Follows regulations generally.	Follows regulations consistently			

Traits and Attitudes for Employment (Continued)

AREA	1	2	3	4	5	Rating
	Is unconcerned for the safety of coworkers, children, and self; does not know steps to take in case of an accident.	Recognizes need for safety procedures, knows steps to take in case of an accident.		Is concerned for safety of coworkers and children, alert to hazards and corrects them if possible, takes responsibility in case of accident.		
ACCEPTANCE OF SUPERVISION	Dislikes criticism.	Able to take criticism.		Welcomes criticism as a way to improve skills.		
	Resents or fears supervisor, slow to follow directions.	Accepts supervision willingly, moderately quick to understand and follow directions.		Understands directions quickly and follows them accurately and enthusiastically.		
MANAGEMENT	Is careless and/or indifferent toward supplies and equipment, keeps work space cluttered.	Is careful of supplies and equipment, keeps work space orderly.		Saves time, energy, and supplies; comprehends and properly cares for equipment; keeps work space neat and efficiently arranged.		
DEPEND-ABILITY	Is tardy or slow to begin work, often absent.	Is punctual and rarely absent.		Is always on time and consistently present.		
LOYALTY	Criticizes school on and off the job.	Maintains loyal attitude to school on and off the job.		Feels like part of the school, wants to maintain its good name.		
HONESTY	Is careless about the use of time, money, and supplies.	Is usually honest about time, money, and supplies.		Is completely honest about time, money, and supplies.		
ADAPTABILITY AND INITIATIVE	Resists change of policy or routine and/or cannot adjust to change.	Accepts change of routine and adjusts reasonably fast.		Adapts to new situation readily, learns quickly when need arises.		

Traits and Attitudes for Employment (Continued)

AREA	1	2	3	4	5	Rating
	Tends to hold back, afraid to make mistake, requires constant supervision.	Works usually without supervision.		Shows initiative; goes ahead without supervision, after learning what is expected.		
	Does not accept additional responsibilities.	Accepts and carries additional responsibilities if asked.		Accepts and carries additional responsibilities cheerfully.		
ATTITUDE TOWARD PUBLIC	Shows impatience and lack of courtesy with visitors, too familiar with public.	Is usually courteous toward public.		Is consistently courteous with little effort.		
	Socializes with workers or allows friends to hang around so that children are neglected.	Puts the children's needs first, shows no special treatment to those he knows.		Finds satisfaction in serving the school, very good at handling the children, even those considered difficult.		
PRIDE IN JOB	Ashamed of job, does not enjoy working.	Enjoys job and has good morale.		Is enthusiastic about job.		
	Makes same mistakes over again, does not attempt to correct mistakes, work is poor.	Attempts to correct mistakes so they will not be repeated, work meets minimum requirements.		Makes conscious and constant effort to improve performance, work is high quality.		
SUITABILITY FOR THE JOB	Another job would be more suitable for this worker, or needs more training.	Qualified for this position, should be encouraged to seek additional education and training.		Shows exceptional ability and interest for this job, deserves job advancement.		
RELATIONSHIPS WITH SUPERVISOR	Resists criticism and direction.	Accepts supervision and follows direction.		Invites criticism and understands directions.		

Traits and Attitudes for Employment (Continued)

AREA	1	2	3	4	5	Rating
PRODUCTION	Is a slow worker, often needs help to finish assigned tasks.	Has a reasonable work pace, requires help only occasionally.		Is consistently on top of job and often helps others.		
QUALITY OF WORK	Is careless and sloppy.	Meets minimum standards.		Performs high quality work.		
SAFETY AWARENESS	Is a hazard to himself and others.	Needs an occasional warning to follow safety rules.		Alert to hazards, and protects himself and others.		

WORK PROCEDURES

Student _____ Evaluator _____ Date _____

Directions: Appraise the student in each of the indicated areas by marking under the *Rating* column a 1 for not acceptable, a 2 for poor, a 3 for acceptable, a 4 for good, and a 5 for excellent.

AREA	1	2	3	4	5	Rating
SPEED OF WORK	Works at a slow pace, often needs help to finish assigned task, makes unnecessary trips.	Finishes assigned work most of the time, makes few unnecessary trips.	Finishes assigned work within allotted time, makes every trip count.			
ATTENTION TO JOB	Has too many things going at once, easily distracted.	Concentrates on single job, forgets to keep track of other jobs and situations for which he is responsible.	Concentrates on completing the job(s) at hand, keeps track of several situations when necessary.			
	Lacks organization of work procedures.	Works in an orderly manner when called to his attention, unable to plan own sequence.	Follows an orderly work sequence, plans own sequence.			
BODY MECHANICS	Works hard but movements are uncoordinated, pace is erratic.	Works hard at times, movements coordinated, usually maintains a steady pace.	Works easily, movements coordinated, maintains a steady pace.			
	Carries heavy loads, does not use proper body mechanics.	Carries reasonable loads, does not always use correct body mechanics.	Carries reasonable loads, uses proper body mechanics.			

Work Procedures (Continued)

AREA	1	2	3	4	5	Rating
EQUIPMENT USE	Tires quickly, does not use mechanical devices when available.	Does not tire easily, uses mechanical devices when called to his attention.	Does not always select the right equipment for the job, uses equipment as directed, follows basic safety procedures.	Does not show signs of fatigue, uses mechanical devices when available.		
	Does not select or use equipment correctly, ignores safety procedures.	Does not always select the right equipment for the job, uses equipment as directed, follows basic safety procedures.	Chooses correct equipment, and uses it as directed; follows basic safety procedures; alert to unexpected hazards.			
ADJUSTMENT TO NEW AND/OR UNPLEASANT SITUATIONS	Adjusts poorly to new or unexpected situations, does not apply principles learned from training or experience.	Adjusts to new or unexpected situations when supervisor helps to apply principles learned from training or experience.	Adjusts readily to new or unexpected situations, applies principles learned from training or experience.			
	Avoids or delays jobs he does not like, tries to get others to do them for him.	Does unpleasant jobs as assigned, but not always cheerfully.	Does unpleasant jobs promptly and cheerfully, accepts them as part of the job.			

COMMUNICATION AND CLERICAL SKILLS

Student _____ Evaluator _____ Date _____

Directions: Appraise the student in each of the indicated areas by marking under the *Rating* column a 1 for not acceptable, a 2 for poor, a 3 for acceptable, a 4 for good, and a 5 for excellent.

AREA	1	2	3	4	5	Rating
TELEPHONE ETIQUETTE	Uses poor telephone etiquette, forgets to record messages, uses first name or omits titles.	Does an adequate job of answering the phone, but lacks helpful concerned attitude.		Answers telephone calls in a pleasant and proper way, notes all information and goes out of his way to be helpful		
RESPONSIBILITY FOR ATTENDANCE	Needs to be reminded frequently to take attendance and check results to insure that each child's attendance is properly noted.	Indicates number of children present and absent, may have some confusion noting correct names, teacher needs to make final check.		Takes accurate attendance noting those absent and present, checks attendance report with teacher before submitting it.		
ATTENTION TO VISITORS	Appears awkward in nonroutine situations such as a school open house or P.T.A. meeting, tends to act like "one of the mothers" instead of helping visitors find their way.	Takes role as hostess too seriously; may neglect given duties, or makes visitors feel uncomfortable by giving them too much attention.		Assumes the role of gracious hostess to visitors while continuing assigned responsibilities, takes time to reassure the hesitant, and gives needed attention.		

Communication and Clerical Skills (Continued)

AREA	1	2	3	4	5	Rating
MAIL HANDLING	Needs constant supervision during mail handling assignments.	Can address mail from prepared list, lacks judgment in making decisions regarding changes in address or name differences.	Helps to address mail; writes neatly; if using an addressograph, pre-checks addresses and notes needed changes; prepares own mailing list from given names.			
MANAGEMENT OF RECORDS	Sorts records according to name, but has difficulty alphabetizing even within an established file.	Alphabetizes class records, but is somewhat careless about keeping individual file records in order.	Alphabetizes file for class records, and places such records in a given order; retrieves desired piece of filed information upon request.			
MANAGEMENT OF SUPPLIES	Is careless about keeping track of the use made of supplies, records are incomplete or inaccurate.	Fills orders for supplies, keeps records of class use of supplies, works with teacher to determine needed supplies.	Makes accurate order of needed supplies, keeps running checklist, prepares reorders for teacher's signature.			
ASSISTANCE WITH CLASSROOM TASKS	Tends either to hide in the background because of lack of confidence or to "hog" center stage with an overwhelming sense of own importance, but actual contribution is small in either case.	Carries out assigned tasks, but is unable to provide creative leadership.	Helps to prepare for and assist with special school programs, may assist in constructing props or costumes, helps children to rehearse, prepares publicity, adjusts well to busy periods.			

WORKING WITH CHILDREN

Student _____ Evaluator _____ Date _____

Directions: Appraise the student in each of the indicated areas by marking under the *Rating* column a 1 for not acceptable, a 2 for poor, a 3 for acceptable, a 4 for good, and a 5 for excellent.

AREA	1	2	3	4	5	Rating
ORAL COMMUNICATIONS	Gives minimal directions, is unaware of children's need of assistance.	Gives adequate directions, sometimes unaware of children's need for assistance.	Gives clear, simple directions, guides children when necessary.			
	Gives explanations that may be non-factual or too advanced for pupils, shows strong authoritarian or laissez-faire attitude.	Gives adequate explanations, sometimes ignores the teacher as final source of information.	Gives clear, simple explanation, directs child to teacher for clarification when necessary.			
	Uses "don't" and "you can't" excessively when helping children, gives directions when suggestions would be more appropriate, expects instant response.	Makes suggestions, but becomes irritated if child does not follow them or measure up to anticipated performance.	Uses positive suggestions, allows child time to follow through or to experiment with his own constructive ideas.			

AREA	1	2	3	4	5	Rating
APPLICATION OF DISCIPLINE	Insists on doing things "his" way, argues openly about validity of rules and regulations.	Enforces classroom rules and regulations most of the time, needs more self-discipline.		Carries out rules and regulations of the teacher, knows reasoning behind regulations and recognizes the role rules play in managing a successful learning situation.		
	Uses discipline that may be overly severe, excessively lenient, or fluctuates between the two; does not understand the importance of maintaining control of class.	Uses discipline that fluctuates according to mood, plays favorites on occasions.		Uses consistent discipline which helps children to feel secure.		
ALLOWANCE FOR INDIVIDUAL DIFFERENCES	Expects all children to perform alike, keeps after children to "measure up," may ignore children whenever possible.	Makes excuses sometimes for the children's behavior, may threaten entire group because of a few.		Treats each child as an individual; makes allowances, but also expects each child to perform as well as he can.		
	Emphasizes that all children follow the school's rules of conduct.	Tries to have children fit into the group, dotes over new or handicapped children, rejects those who appear destructive.		Helps children adjust to school, explains the why behind rules, conveys the attitude that the school is a friendly place to be.		

AREA	1	2	3	4	5	Rating
DISTRIBUTION OF SUPPLIES	Allots equal supplies to all children, tolerates no dissension among the children.	Bases the sharing of supplies on trading, may remove supplies which appear to be a source of dissension rather than using them as an object lesson in human relations.	Helps children to share materials, assists in adjusting work schedules so the demand on certain supplies is equalized, helps children understand the differing needs of others.			
CONTROL OF ENVIRONMENT	Is unaware of special room arrangement, changes based on the activity, avoids adjusting the light or ventilation in the room.	Insures pupils' safety by restricting their movements about the room.	Assists children in moving about the room safely by maintaining order and reminding pupils of special rules for certain activities, uses appointed classroom committees to check room, allows movement according to turns or number of people unseated.			
DEVELOPMENT OF PUPIL COOPERATION	Adheres to the rule that each pupil should do his own work at all times, makes arbitrary decisions about allowing help to be given or received.	Directs cooperative efforts rather than letting them develop spontaneously.	Helps children to cooperate by encouraging pupils to assist each other when needed.			
DEVELOPMENT OF PUPIL CREATIVITY	Makes direct suggestions, discourages projects which may mean more work for him.	Reminds pupils of past projects and the ways in which these were carried out, encourages the use of past successes as a model for future projects.	Makes suggestions to stimulate creative thinking, reminds pupils of the direction they are going and the desired end result, encourages brainstorming and the consideration of alternatives.			

AREA	1	2	3	4	5	Rating
	Shows solution in less structured situations, offers old patterns of operation in order to get the project completed.	Suggests alternative solutions; tends to be too helpful; results may look or sound good, but they are not authentically the children's.		Helps children to express their own ideas; encourages them to try unique approaches and to consider where their actions will take them.		
STORY - TELLING	Depends upon book entirely for the story, voice and facial expression convey lack of interest.	Reads or talks in a hesitating manner, is distracted by restless pupils, voice and facial expression convey some interest but also some anxiety.		Reads and tells stories effectively, is familiar enough with the story to digress from the book occasionally, uses voice and facial expression to convey meaning, may pause to ask questions as a means of furthering pupils' understanding.		
INVOLVEMENT IN GAMES	Appears awkward and detached when assisting with children's games and songs, depends on children to do it without being actively involved.	Participates in children's games and songs on a directing level, is hesitant about becoming involved in actual activity.		Participates in children's games and songs in genuine, wholehearted manner; sincerely enjoys the children's play, and conveys this through involvement and concern that the children enjoy themselves.		

SELF-ANALYSIS FOR THE INSTRUCTOR

Directions: Indicate your answer to each question below by placing a check (✓) in the appropriate column. Areas in need of improvement will be identified by checks found in the *Sometimes* and *No* columns. Develop a plan of action to upgrade these items.

	<u>YES</u>	<u>SOMETIMES</u>	<u>NO</u>
1. Do I utilize the suggested course of study?	—	—	—
2. Do I have an advisory committee organized and functioning?	—	—	—
3. Do I give careful attention to the facilities, equipment, and physical condition of the classroom?	—	—	—
4. Do I have adequate assistance in planning and implementing the course?	—	—	—
5. Do I keep my course outline up to date?	—	—	—
6. Do I make allowances within the course outline to cope with the individual differences?	—	—	—
7. Do I modify the course to meet student needs, after the first meeting?	—	—	—
8. Do I prepare lesson plans?	—	—	—
9. Do I develop skills within the class which can be used directly on the job?	—	—	—
10. Do I use instructional methods and techniques that are appropriate for the presentation?	—	—	—
11. Do I use group instruction as often as possible?	—	—	—
12. Do I evaluate my lessons for the:			
a. Suitableness of the objectives?	—	—	—
b. Appropriateness of the teaching methods?	—	—	—

Self-Analysis for the Instructor (Continued)

	<u>YES</u>	<u>SOMETIMES</u>	<u>NO</u>
c. Utilization of teaching aids?	—	—	—
d. Organization of the subject matter?	—	—	—
e. Use made of the class time?	—	—	—
f. Consideration of individual differences?	—	—	—
g. Amount of student participation?	—	—	—
h. Depth of my knowledge of the subject matter?	—	—	—
13. Do I periodically assess student progress?	—	—	—
14. Do I encourage students to experiment with their own ideas?	—	—	—
15. Do my students know ways of measuring their own progress?	—	—	—
16. Do I motivate my students to engage in related outside activities?	—	—	—
17. Do I use community resources effectively?	—	—	—
18. Does the attendance record reflect a high level of student interest?	—	—	—
19. Do I have good rapport with my students?	—	—	—
20. Do my students feel free to ask questions?	—	—	—
21. Do I maintain a strong relationship with the administration, teaching staff, and other school employees?	—	—	—
22. Do I provide an effective interpretation of the training program for students, school employees, and potential students?	—	—	—

COURSE EVALUATION

Evaluator _____ Date _____

Directions: Appraise the course by answering the following questions with a *Yes* or *No* in the space provided. Then, determine ways to improve those items that received a negative response.

Response

ORGANIZATION

Are the job responsibilities selected in relation to the duties the paraprofessional workers will be performing? _____

Is sufficient time planned for the needed classroom and on-the-job experiences? _____

Are students placed in the training course according to their interests and abilities? _____

Is the course scheduled at a time convenient for the participants? _____

STAFF

Are qualified persons selected to staff the program? _____

Are there good working relationships between the classroom and on-the-job teachers? _____

INSTRUCTION AND SUPERVISION

Are learning experiences related to the interests and needs of the students? _____

Do students actively participate in the learning experiences? _____

Are both individual and group teaching techniques used? _____

Are evidences of student learning obtained? _____

Are adequate student records kept? _____

Are moneys available for instructional materials? _____

Is there a planned schedule for on-the-job supervision of students? _____

PHYSICAL FACILITIES

Is the location convenient for the students? _____

Are space and equipment adequate for teaching the course? _____

PUBLIC AND PROFESSIONAL RELATIONSHIPS

Is an advisory committee used to assist in course organization, development, interpretation, and evaluation? _____

Are participants recruited by using a variety of methods? _____



SUPERVISES OUTDOOR ACTIVITIES

Photo courtesy of Jan Lukas, New York City

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